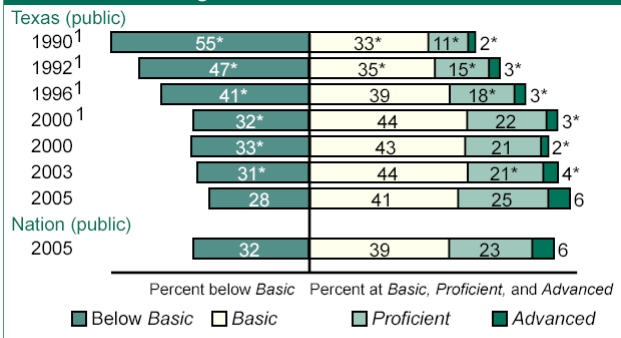
The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

## Overall Mathematics Results for Texas

- In 2005, the average scale score for eighth-grade students in Texas was 281. This was higher[1] than their average score in 2003 (277), and was higher than their average score in 1990 (258).
- Texas' average score (281) in 2005 was higher than that of the Nation's public schools (278).
- Of the 52 states and other jurisdictions[2] that participated in the 2005 eighth-grade assessment, students' average scale scores in Texas were higher than those in 23 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 31 percent in 2005. This percentage was greater than that in 2003 (25 percent), and was greater than that in 1990 (13 percent).
- The percentage of students in Texas who performed at or above the NAEP *Basic* level was 72 percent in 2005. This percentage was greater than that in 2003 (69 percent), and was greater than that in 1990 (45 percent).

## Student Percentage at NAEP Achievement Levels




[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

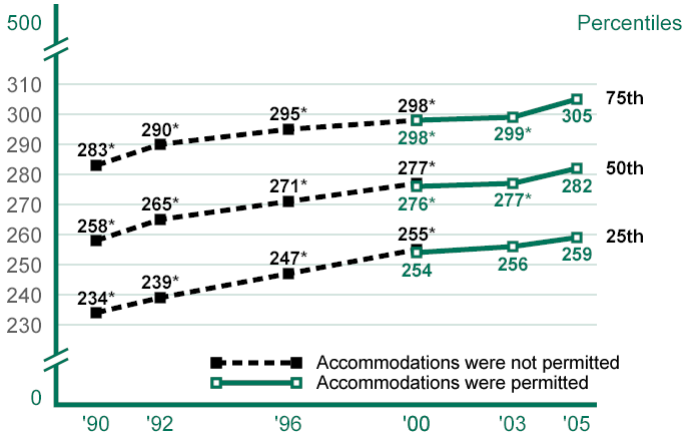
## Performance of NAEP Reporting Groups in Texas

| Reporting groups | Percent of students | Average score | Percent below *Basic* | Percent of students at or above *Basic* | Percent of students at or above *Proficient* | Percent *Advanced* |
|---|---|---|---|---|---|---|
| Male | 50 | 283↑ | 26 | 74 | 33↑ | 7 |
| Female | 50 | 279↑ | 29 | 71 | 28↑ | 5↑ |
| White | 43 | 295↑ | 14 | 86 | 46↑ | 11↑ |
| Black | 15 | 264 | 47 | 53 | 13↑ | 1 |
| Hispanic | 39 | 271↑ | 37 | 63 | 19↑ | 2 |
| Asian/Pacific Islander | 3 | 308 | 10 | 90 | 61 | 23 |
| American Indian/Alaska Native | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| Eligible for free/reduced-price school lunch | 46 | 268↑ | 41 | 59 | 17↑ | 2 |
| Not eligible for free/reduced-price school lunch | 53 | 293↑ | 17 | 83 | 43↑ | 10↑ |

## Average Score Gaps Between Selected Groups

- In 2005, male students in Texas had an average score that was higher than that of female students by 3 points. In 1990, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 31 points. This performance gap was narrower than that of 1990 (38 points).
- In 2005, Hispanic students had an average score that was lower than that of White students by 24 points. In 1990, the average score for Hispanic students was lower than that of White students by 28 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 25 points. This performance gap was narrower than that of 1996 (30 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points.

## Mathematics Scale Scores at Selected Percentiles




Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

# The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005.
↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (3% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
[2] "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.
NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1990–2005 Mathematics Assessments.